

ENGLISH

Standards of Learning Sample Scope and Sequence

Grade 4



Commonwealth of Virginia
Department of Education
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Grade 4 English Standards of Learning Sample Scope and Sequence

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The *English Standards of Learning Sample Scope and Sequence* and the *English Standards of Learning Teacher Resource Guide* can be found in PDF and Word file formats on the Virginia Department of Education's Web site at <http://www.pen.k12.va.us>

Grade 4 English Standards of Learning Sample Scope and Sequence

Preface

As an additional resource to help school divisions develop curricula aligned to the 1995 Standards of Learning, the Virginia Department of Education has developed sample scope and sequence documents for English, mathematics, and science in kindergarten through grade eight and in core high school courses. These sample documents provide guidance on how the essential knowledge, skills, and processes that are identified in the Standards of Learning and the Standards of Learning Teacher Resource Guides may be introduced to students in a logical, sequential, and meaningful manner.

These sample scope and sequence documents are intended to serve as general guides to help teachers and curriculum developers align their curricula and instruction to support the Standards of Learning. Each sample document is organized around specific topics to help teachers present information in an organized, articulated manner. Also included are correlations to the Standards of Learning for that curricular area for a particular grade level or course, as well as ideas for classroom assessments and teaching resources.

The sample scope and sequence documents are not intended to prescribe how curriculum should be developed or how instruction should be delivered. Instead, they provide examples showing how teachers and school divisions might present to students in a logical and effective manner information that has been aligned with the Standards of Learning. School divisions that need assistance in developing curricula aligned with the Standards of Learning are encouraged to consider the sample scope and sequence guides. Teachers who use the documents should correlate the content identified in the guides with available instructional resources and develop lesson plans to support instruction.

Copies of the sample scope and sequence guides are available at <http://www.pen.k12.va.us/VDOE/Instruction/sol.html> in both PDF and Microsoft Word formats. These materials are copyrighted, and all rights are reserved. Reproduction of these materials for instructional purposes in Virginia classrooms is permitted.

Grade 4 English Standards of Learning Sample Scope and Sequence

Introduction


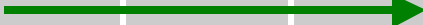
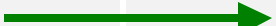
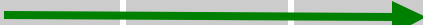
The effective instruction of speaking, reading, and writing improves all students' ability to understand and produce various genres of text. Effective planning for English instruction requires frequent formal and informal assessments of all students. Knowing the instructional reading and writing level of every student is the key to effective planning. Effective planning balances skill instruction with purposeful and engaging daily opportunities for speaking, reading, and writing for all students, regardless of the skill level of the students.

"Well-designed, controlled comparisons of instructional approaches have supported these components and practices in reading instruction.

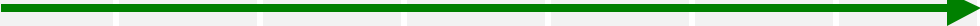


- Direct teaching of decoding, comprehension, and literature appreciation;
- Phoneme awareness instruction;
- Systematic and explicit instruction in the code system of written English;
- Daily exposure to a variety of texts, as well as incentives for children to read independently and with others;
- Vocabulary instruction that includes a variety of complementary methods designed to explore the relationships among words and the relationships among word structure, origin, and meaning;
- Comprehension strategies that include prediction of outcomes, summarizing, clarification, questioning, and visualization; and
- Frequent writing of prose to enable deeper understanding of what is read (Teaching Reading Is Rocket Science, pg. 7-8)."

This fourth grade sample scope and sequence is based on the essential knowledge, skills, and processes listed under each English Standards of Learning in the Teacher Resource Guide. This scope and sequence is not intended to be a complete list of the English skills that need to be taught and mastered in fourth grade nor to prescribe how the content should be taught, but instead organizes key skills and processes around the major English concepts of oral language, word analysis, vocabulary, comprehension, and writing. These concepts are taught concurrently throughout the year and across content areas.



Kindergarten –Grade 5 English Standards of Learning Sample Scope and Sequence

Organizing Topic	K Fall Semester	K Spring Semester	1 st Fall Semester	1 st Spring Semester	2 nd Fall Semester	2 nd Spring Semester	3 rd Fall Semester	3 rd Spring Semester	4 th Fall Semester	4 th Spring Semester	5 th Fall Semester	5 th Spring Semester
Oral Language												
	K.1d	K.1d	1.1a - d	1.1a - d	2.1	2.1	3.1	3.1	4.1a - d	4.1a - d	5.1	5.1
	K.2a - d, f	K.2a - d, f	1.2	1.2	2.1a, c - d	2.1a, c - d	3.1a - c	3.1a - c	4.2	4.2	5.1a - c	5.1a - c
	K.3a - e	K.3a - e	1.2a - e	1.2a - e	2.2	2.2	3.2	3.2	4.2a - c	4.2a - c	5.2a - d	5.2a - d
			1.3	1.3	2.2c	2.2c	3.2a - e	3.2a - e			5.3	5.3
			1.3a - d	1.3a - d	2.3a - c	2.3a - c					5.3a - d	5.3a - d
Phonological Awareness												
	K.1a, b, d, e	K.1a, b, d, e	1.4									
	K.4	K.4	1.4a - d									
	K.4a - d	K.4a - d										
		K.7b, c										
Letters and Sounds												
	K.6b											
	K.7a	K.7a										
	K.9	K.9										
Concept of Print												
	K.5a - d	K.1a	1.5									
		K.5c - d	1.5a - c									
		K.6										
		K.6a - c										

Kindergarten –Grade 5 English Standards of Learning Sample Scope and Sequence

Organizing Topic	K Fall Semester	K Spring Semester	1 st Fall Semester	1 st Spring Semester	2 nd Fall Semester	2 nd Spring Semester	3 rd Fall Semester	3 rd Spring Semester	4 th Fall Semester	4 th Spring Semester	5 th Fall Semester	5 th Spring Semester
Decoding and Spelling												
		K.11	1.5	1.5	2.4	2.4	3.3a	3.3a				
			1.6	1.6	2.4a - b	2.4a b						
			1.6a - d	1.6a - d	2.6a	2.6a						
			1.9c	1.9c	2.10c	2.10c						
			1.12f	1.12f								
			1.14	1.14								
			1.14b	1.14b								
Word Analysis and Spelling												
			1.6d	1.6d	2.2b, d	2.2b, d	3.3	3.3	4.3	4.3	5.4	5.4
					2.3	2.3	3.3b	3.3b	4.3a - b	4.3a - b	5.4a - b	5.4a - b
					2.4	2.4	3.4	3.4			5.5c, d	5.5c, d
					2.6	2.6	3.4c	3.4c				
					2.6a - c	2.6a - c	3.7f	3.7f				
					2.11c	2.11c	3.8d	3.8d				
Fluency												
			1.6	1.6	2.5b	2.5b	3.4c - d	3.4c - d				
			1.8	1.8	2.6d	2.6d						
			1.9	1.9	2.7c, d	2.7c, d						
			1.9c	1.9c								
			1.10	1.10								
			1.11	1.11								

Kindergarten –Grade 5 English Standards of Learning Sample Scope and Sequence

Organizing Topic	K Fall Semester	K Spring Semester	1 st Fall Semester	1 st Spring Semester	2 nd Fall Semester	2 nd Spring Semester	3 rd Fall Semester	3 rd Spring Semester	4 th Fall Semester	4 th Spring Semester	5 th Fall Semester	5 th Spring Semester
Reading: Vocabulary Comprehension												
	K.1	K.1	1.1	1.1	2.1b	2.1b	3.4a, b	3.4a, b	4.4	4.4	5.5	5.5
	K.1a, c	K.1a, c	1.1a, c	1.1a, c	2.2	2.2	3.5a - h	3.5a - h	4.4a - d	4.4a - d	5.5a, b, d	5.5a, b, d
	K.2a - e	K.2a - e	1.2a	1.2a	2.2a - c	2.2a - c	3.6a - d	3.6a - d	4.5a - f	4.5a - f	5.6	5.6
	K.8a - e	K.5d	1.7a - c	1.7a - c	2.5	2.5	3.10a - c	3.10	4.6	4.6	5.6a - e	5.6a - e
	K.13	K.8a - e	1.8	1.8	2.5a - c	2.5a - c		3.10a - c	4.6a - c	4.6a - c	5.8	5.8
		K.13	1.8a - b	1.8a - b	2.6e	2.6e			4.9a - d	4.9a - d	5.8a - e	5.8a - e
			1.9a - b	1.9a - b	2.7a, b	2.7a, b						
			1.11	1.11	2.8	2.8						
			1.11a - g	1.11a - g	2.8a - g	2.8a - g						
			1.12	1.12	2.11	2.11						
			1.14	1.14	2.11a - c	2.11a - c						
Writing: Usage and Mechanics Composition												
	K.10	K.10	1.12	1.12	2.9	2.9	3.7	3.7	4.7	4.7	5.7	5.7
	K.11	K.11	1.12a - h	1.12a - h	2.9a - d	2.9a - d	3.7a - f	3.7a - f	4.7a - g	4.7a - g	5.7a - f	5.7a - f
			1.13	1.13	2.10	2.10	3.8	3.8	4.8	4.8		
			1.13a - b	1.13a - b	2.10a - c	2.10a - c	3.8a - b, e	3.8a - c, e	4.8a - d	4.8a - d		
					2.11d	2.11d	3.9	3.9				

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<p>Oral Language</p> <p>In fourth grade, students apply oral communication skills to participate in discussions and take part in collaborative learning projects in all content areas. In order to be contributing participants in discussions, students apply the skills involved in effectively communicating ideas and opinions, including such skills as actively listening to and constructively agreeing and disagreeing with others. Students also learn how to present information succinctly and confidently in oral presentations.</p>				
Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Oral Language: Discussion	<p>Students are expected to:</p> <ul style="list-style-type: none"> • give accurate directions by <ul style="list-style-type: none"> ◊ identifying the information needed by the listener ◊ organizing and sequencing the information in a logical way ◊ explaining or defining any terms that might be unfamiliar to the listener ◊ articulating the information in a clear, organized manner ◊ making connections to previous common knowledge of a group of listeners 	4.1a	<ul style="list-style-type: none"> • Classroom observations • Student demonstrations 	<ul style="list-style-type: none"> • English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/eng_resource.html • Sample English Curriculum CD http://www.pen.k12.va.ua/VDOE/Instruction/Reading/reading.html
	<ul style="list-style-type: none"> • participate in group discussions by <ul style="list-style-type: none"> ◊ taking turns speaking during a discussion ◊ avoiding hindering the progress of the discussion (learning not to interrupt). 	4.1b		

Grade 4 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Oral Language: Discussion (continued)	Students are expected to: <ul style="list-style-type: none"> • participate in group discussions by <ul style="list-style-type: none"> ◊ maintaining appropriate eye contact and attentive body language while listening ◊ asking appropriate questions ◊ respecting the comments of others, especially if they are different from their own • participate in group discussions by <ul style="list-style-type: none"> ◊ offering comments that are relevant to the topic of discussion 	4.1b		
	◊ seeking the ideas and opinions of others	4.1c		
	◊ distinguishing fact from opinion	4.1b		
	◊ supporting opinions with appropriate examples and details.	4.1d		

Grade 4 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Oral Language: Presentations	Students are expected to: <ul style="list-style-type: none"> make oral presentations by <ul style="list-style-type: none"> speaking clearly, using appropriate voice level and speaking rate 	4.2	<ul style="list-style-type: none"> Classroom observations Student demonstrations Oral presentations 	<ul style="list-style-type: none"> English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/english_resource.html Sample English Curriculum CD http://www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html
	<ul style="list-style-type: none"> organizing information around a central idea with supporting details 	4.2a		
	<ul style="list-style-type: none"> creating a simple visual, such as a poster or technology-tool presentation, that helps listeners follow the presentation 	4.2c		
	<ul style="list-style-type: none"> use active listening skills by <ul style="list-style-type: none"> looking at the speaker thinking about the main points the speaker is making taking notes asking questions. 	4.2b		

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<p>Word Analysis and Spelling</p> <p>In fourth grade, students' decoding of the print-sound code is automatic across the whole span of language. Throughout fourth grade they continue to learn about words - roots, inflections, suffixes, prefixes, homophones and word families - as part of vocabulary growth. Each book they read presents new words that they should be able to figure out using knowledge of phonetic skills and word structures. Mastery and application of these skills allow students to improve their fluency, vocabulary, spelling, and comprehension.</p>				
Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Word Analysis and Spelling	<p>Students are expected to:</p> <ul style="list-style-type: none"> use their knowledge of synonyms (words with like meanings) and antonyms (to understand the meanings of unfamiliar words) discover word meaning by using their knowledge of homonyms/homophones (words that are pronounced the same but are spelled differently and have different meanings) such as <i>read/red</i>, <i>no/know</i>, <i>hear/here</i> use clues in the context of a sentence, paragraph, or reading selection to predict the meanings of words that have more than one meaning (multiple meanings of words) 	4.3a	<ul style="list-style-type: none"> Classroom observations Student demonstrations Writing samples Quizzes Tests 	<ul style="list-style-type: none"> English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/eng_resource.html Sample English Curriculum CD http://www.pen.k12.va.ua/VDOE/Instruction/Reading/reading.html Wordsalive! CD
	<ul style="list-style-type: none"> begin to learn about words with Greek and Latin roots 	4.3		
	<ul style="list-style-type: none"> identify the word reference material(s) most likely to contain needed information use context to select the most appropriate meaning/definition of words from a glossary or dictionary. 	4.3b		

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Reading: Vocabulary and Comprehension

In fourth grade, students have learned how to read and now continue to build and expand vocabulary and comprehension skills. Students build fluency as they use word analysis and context clues. They read widely from content-area texts and nonfiction trade books as well as the fiction genres of poetry, classic literature, and contemporary literature. While poetry is a part of the curriculum at each grade level, there is an emphasis on reading and writing poetry at fourth grade. There is also an emphasis on biographies and historical fiction. Students use reading strategies before, during, and after reading to develop and demonstrate comprehension. The use of graphic organizers facilitates students' understanding of text organization and helps them to summarize and draw conclusions from narrative and informational/functional text.

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading: Vocabulary and Comprehension of Poetry	Students are expected to: <ul style="list-style-type: none"> know that poetry is a composition in verse know that not all poetry rhymes know that unrhymed poetry has lines ending with words that do not rhyme 	4.6	<ul style="list-style-type: none"> Classroom observations Student demonstrations Writing samples 	<ul style="list-style-type: none"> English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/eng_resource.html Sample English Curriculum CD http://www.pen.k12.va.ua/VDOE/Instruction/Reading/reading.html Wordsalive! CD A Resource Notebook For Reading Instruction In Content Classes Grades 4 - 12
	<ul style="list-style-type: none"> understand that rhyme occurs in patterns, which are represented by letters of the alphabet - i.e., that lines coded with the same letter have the same end rhyme, resulting in patterns such as AA, AABB, and ABAB 	4.6a		
	<ul style="list-style-type: none"> identify sensory words that describe sights, sounds, smells, and tastes and their effect on the reader 	4.6b		
	<ul style="list-style-type: none"> write rhymed, unrhymed, and patterned poetry such as cinquains, limericks, and haikus. 	4.6c		

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading: Vocabulary and Comprehension of Narrative Text Vocabulary and comprehension skills should be systematically and directly taught to students.	Students are expected to:			
	<ul style="list-style-type: none"> explain why the author wrote the piece (identify purpose), e.g., to entertain, inform, persuade 	4.4a	<ul style="list-style-type: none"> Classroom observations Student demonstrations Student interviews Quizzes Tests 	<ul style="list-style-type: none"> English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/eng_resource.html Sample English Curriculum CD http://www.pen.k12.va.ua/VDOE/Instruction/Reading/reading.html Wordsalive! CD Interactive Reading CD A Resource Notebook For Reading Instruction In Content Classes Grades 4 - 12
	<ul style="list-style-type: none"> find setting details that help identify the author's purpose find words or sentences that help identify the author's purpose 	4.4b		
	<ul style="list-style-type: none"> understand that fictional stories, such as fantasy, describe imaginary characters and events compare the use of fact and fantasy in historical fiction with other forms of literature 	4.4c		
	<ul style="list-style-type: none"> use information from the story to make inferences about characters' feelings, motives, or actions 	4.5c		
	<ul style="list-style-type: none"> understand that historical fiction is a story based on facts identify the facts contained in a piece of historical fiction 	4.4		
	<ul style="list-style-type: none"> paraphrase content of story, identifying important ideas and providing details for each important idea 	4.5d		
	<ul style="list-style-type: none"> write responses that go beyond literal restatements in order to make connections to their own lives and to other selections. 	4.5f		

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading: Vocabulary and Comprehension of Informational/ Functional Text	Students are expected to: <ul style="list-style-type: none"> understand that nonfiction material, such as biographies and informational/functional text, tells about real people, places, objects, and events 	4.4	<ul style="list-style-type: none"> Classroom observations Student demonstrations Student interviews Quizzes Tests 	<ul style="list-style-type: none"> English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/eng_resource.html Sample English Curriculum CD http://www.pen.k12.va.ua/VDOE/Instruction/Reading/reading.html Wordsalive! CD Interactive Reading CD A Resource Notebook For Reading Instruction In Content Classes Grades 4 - 12
	<ul style="list-style-type: none"> connect experiences of historical figures to similar experiences of other historical figures or present-day individuals with similar goals, such as the experiences of Susan B. Anthony and those of Martin Luther King, Jr. (Anthony forged her way into the women's movement by trying to change the perception/acceptance of women in society; Dr. King similarly tried to change the perception/acceptance of African American people in society.) 	4.4d		
	<ul style="list-style-type: none"> generate questions to guide reading of text through reading strategies such as KWL (Ogle) and DRTA (Stauffer) 	4.5a & b		
	<ul style="list-style-type: none"> use text set in special type styles, such as bold-faced and color, captions under pictures and graphics, and headings of sections and chapters to predict and categorize information identify the important information in a selection in order to paraphrase the text by using tools such as graphic organizers, outlining, and notes 	4.5a		
	<ul style="list-style-type: none"> paraphrase content of selection, identifying important ideas and providing details for each important idea. 	4.5d		

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading: Vocabulary and Comprehension of Informational/ Functional Text (continued)	Students are expected to:			
	<ul style="list-style-type: none"> describe relationship between content and previously learned concepts or skills 	4.5e		
	<ul style="list-style-type: none"> write responses that go beyond literal restatements in order to make connections to their own lives and to other selections 	4.5f		
	<ul style="list-style-type: none"> formulate research questions based on a topic 	4.9a		
	<ul style="list-style-type: none"> select and use appropriate references, such as dictionaries, almanacs, encyclopedias, thesauruses, or an atlas select the information that is related to their topic 	4.9b		
	<ul style="list-style-type: none"> combine (synthesize) related information from two or more sources 	4.9c		
	<ul style="list-style-type: none"> begin to use search engines. 	4.9d		

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<p>Writing</p> <p>In fourth grade, students write daily across the content areas. They continue to refine their writing skills and can write effective narratives and explanations. They know the domains of writing and continue to build their knowledge of the features of each domain. While students work on all domains, the instructional focus is on the domain of written expression. They continue to self-assess and edit their own writing. Students also use available technology to assist them in composing, revising, editing, and publishing their writing.</p>				
Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Writing: Composition	Students are expected to: <ul style="list-style-type: none"> identify the writing domains of composing, written expression, and usage/mechanics learn and apply knowledge of the features of the writing domains (Note: See an explanation of the domains in the Teacher Resource Guide pg. ES 83.) 	4.7	<ul style="list-style-type: none"> Classroom observations Student demonstrations Writing samples 	<ul style="list-style-type: none"> English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/eng_resource.html Sample English Curriculum CD http://www.pen.k12.va.ua/VDOE/Instruction/Reading/reading.html NCS Mentor for Virginia CD The Virginia SOL Writing Test: A Teacher's Resource Notebook http://www.pen.k12.va.us/VDOE/Instruction/English/writing
	<ul style="list-style-type: none"> create a plan and organize thoughts before writing 	4.7b & c		
	<ul style="list-style-type: none"> focus, organize, and elaborate to construct an effective message for the reader 	4.7a & c		
	<ul style="list-style-type: none"> purposefully shape and control language to affect readers choose vocabulary and information to create an appropriate tone include sentences of various lengths and beginnings to create a pleasant, informal rhythm 	4.7e		
	<ul style="list-style-type: none"> select specific information to propel readers more purposefully through the piece 	4.7c		
	<ul style="list-style-type: none"> write several related paragraphs on the same topic. 	4.7d		

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Writing: Usage Mechanics	Students are expected to: <ul style="list-style-type: none"> learn and apply the information from the sentence formation, usage, and mechanics fifth-grade skills list (Note: See an explanation of the skill list in the Teacher Resource Guide pg. ES 84.) avoid fragments, run-ons, and excessive coordination when writing sentences 	4.8	<ul style="list-style-type: none"> Classroom observations Student demonstrations Writing samples 	<ul style="list-style-type: none"> English SOL Teacher Resource Guide http://www.pen.k12.va.us/VDOE/Instruction/eng_resource.html Sample English Curriculum CD http://www.pen.k12.va.ua/VDOE/Instruction/Reading/reading.html NCS Mentor for Virginia CD The Virginia SOL Writing Test: A Teacher's Resource Notebook http://www.pen.k12.va.us/VDOE/Instruction/English/writing
	<ul style="list-style-type: none"> apply knowledge of subject-verb agreement 	4.8a		
	<ul style="list-style-type: none"> use the word <i>I</i> in compound subject situations 	4.8c		
	<ul style="list-style-type: none"> use adverbs instead of adjectives where appropriate (e.g., “He played <i>really</i> well.” instead of “He played <i>real</i> well.”) use verb tenses correctly use plurals correctly (-s, -es, changes in spellings) use possessives correctly (singular) 	4.8		
	<ul style="list-style-type: none"> recognize and avoid using double negatives. 	4.8b		

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Writing: Usage Mechanics (continued)	Students are expected to:			
	<ul style="list-style-type: none"> learn and apply the punctuation skills of: <ul style="list-style-type: none"> ◇ commas in dates, series, and addresses 	4.8d		
	<ul style="list-style-type: none"> ◇ apostrophes in <ul style="list-style-type: none"> – contractions with pronouns – singular possessives ◇ quotation marks around dialogue ◇ punctuation of letter parts • capitalize all proper nouns • learn and apply the formatting skills of: <ul style="list-style-type: none"> ◇ indenting or double spacing between paragraphs ◇ hyphenating words at ends of lines between syllables correctly 	4.7f, 4.8		
	<ul style="list-style-type: none"> spell frequently used and common words correctly, including common homophones 	4.7f		
	<ul style="list-style-type: none"> edit final copies for grammar, capitalization, punctuation, and spelling. 	4.7f & g		

Grade 4 English Standards of Learning Correlated to the Organizing Topic

SOL	Oral Language	Phonological Awareness	Concept of Print	Decoding and Spelling	Word Analysis and Spelling	Fluency	Reading: Vocabulary Comprehension	Writing: Usage and Mechanics Composition
4.1	X							
4.1a	X							
4.1b	X							
4.1c	X							
4.1d	X							
4.2	X							
4.2a	X							
4.2b	X							
4.2c	X							
4.3					X			
4.3a					X			
4.3b					X			
4.4							X	
4.4a							X	
4.4b							X	
4.4c							X	
4.4d							X	
4.5							X	
4.5a							X	
4.5b							X	
4.5c							X	
4.5d							X	
4.5e							X	
4.5f							X	
4.6							X	
4.6a							X	

Grade 4 English Standards of Learning Correlated to the Organizing Topic

SOL	Oral Language	Phonological Awareness	Concept of Print	Decoding and Spelling	Word Analysis and Spelling	Fluency	Reading: Vocabulary Comprehension	Writing: Usage and Mechanics Composition
4.6b							X	
4.6c							X	
4.7								X
4.7a								X
4.7b								X
4.7c								X
4.7d								X
4.7e								X
4.7f								X
4.7g								X
4.8								X
4.8a								X
4.8b								X
4.8c								X
4.8d								X
4.9							X	
4.9a							X	
4.9b							X	
4.9c							X	
4.9d							X	

Grade 4 English Standards of Learning Sample Scope and Sequence

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Mid-continent Regional Educational Laboratory. *Teaching Reading in the Content Areas: If Not Me, Then Who?*, by Rachel Billmeyer, Ph.D. and Mary Lee Barton, M.Ed. Aurora, CO; 1998.